

National Congress Bulletin

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Memo to Local Presidents:

THE organization of the National Congress of Parents and Teachers was regarded as one of the remarkable events of the nineteenth century. Today, fifty-nine years later, the parent-teacher organization is part of the very shape and substance of American life. So characteristically American is the P.T.A. that we tend to take its existence for granted. And certainly we would not have it otherwise. At the same time we sometimes know less than we should about its structure and the ways in which parent-teacher principles are put into practice.

Nor is it nonmembers only who may have but fragmentary knowledge of the parent-teacher organization. Many members attend parent-teacher meetings sporadically and hence may not be as well informed as they need to be if they are to see the organization whole and understand it fully. This condition places upon us, who have been elected to positions of leadership, the responsibility of making clear to member and non-member alike the manner in which our organization functions at all levels.

An Organization of Individuals

- The oldest minutes available reveal that the Congress started off as a national organization made up of *individual members*. However, in the fall of 1897, a state branch was organized in New York, and from then on the Board of Managers planned for the organization of other state congresses. A national "organizer" was employed to call on leaders of mothers' clubs and child welfare groups to interest them in the work of the Congress.

Thus began the national-state relationship that has continued through the years. Today the forty-eight states, the

District of Columbia, and Hawaii all have state branches, with a total of 42,245 Congress parent-teacher associations. But our membership is still made up of individuals, for every parent or teacher or other citizen who joins a P.T.A. pays per-capita dues. The fact that these dues are now called "all-inclusive" and that the national portion (five cents per capita) is forwarded to the national treasurer by the state

congresses in no way changes the relationship between the individual member and the National Congress.

This acknowledgment of the place of the individual in the affairs of the Congress has developed what is considered to be its most outstanding characteristic—its *democracy*. In the National Congress of Parents and Teachers there is not, and never has been, an inner circle dictating the policy and action of the whole. Instead the Congress is a government of the members, by the members.

(Continued on page 2)



- On her return trip from the Philippines and Japan, Mrs. Brown visited parent-teacher groups in Hawaii. Here we see her being presented with a lei by Miss Gloria Higa of the Waipahu Elementary School. In the background is a class chorus, led by Mrs. Jennie Hardee. Left to right: Miss Lillian Fennell, principal of the elementary school; Raymond Tamura, Waipahu High School P.T.A. president; Mrs. Sue-Mar Dawson, director of extension, Hawaii Congress of Parents and Teachers; Timothy Wong, president of the Waipahu Elementary School P.T.A.; and Mrs. Wong.

- Mrs. Brown was a delegate to the Manila meeting of the World Confederation of Organizations of the Teaching Profession. In Japan, Mrs. Brown and her interpreter, Mrs. Fuji Hoshino, traveled daily to meet and talk with government officials, community leaders, and P.T.A. officers and members.

(Continued from page 1)

It can be compared to a great house of representatives in which the best interests of the whole are consistently considered and preserved.

The Will of the Membership

• The National Congress is no small group of officials meeting behind closed doors and issuing "rulings" that the states must obey. Only the national convention has the power to make or amend the Bylaws, to elect officers, to adopt legislation, and to pass resolutions on matters of national concern. To the national convention each state is entitled to send its president, three other state board members or their alternates, and one other voting delegate for each thousand members or major fraction thereof. These delegates are free to express the will of the membership on the floor of the convention. If the delegate body is not completely or truly representative of the organization as a whole, the responsibility rests with the states and their duly accredited delegates. And here, as elsewhere, it is usually the non-voters who complain of the action taken.

In this democratic organization the Board of Managers is composed of national officers elected by national convention delegates and by state presidents elected at state conventions. The elected officers and state presidents elect the chairmen of national standing committees—persons whom they believe capable of carrying on the highly important committee work of the organization, regardless of where they reside. This National Board of democratically elected members meets semiannually to transact the business of the organization within the limits set by the national convention body. It is powerless to change any action taken by that body. Thus the Board serves as an instrument of the organization and in no way dictates either plan or policy.

In any organization as large as the National Congress, situations are likely to arise that require action within the six-month interval between Board meetings. The Bylaws therefore provide for the handling of such business by the Executive Committee, which is composed of the national officers plus two members-at-large from the Board of Managers. The Executive Committee may transact necessary business arising between meetings, but it cannot change action taken either by the convention or by the Board of Managers.

Bylaws for Guidance

• The National Bylaws are the rules that guide the entire organization. Because the need for these Bylaws and their effectiveness has been tested by time, they now reach down through all levels of the organization—state, region, district, council, and local. For example, state bylaws, which must be approved by the National Board of Managers upon recommendation of a special committee to approve state bylaws, cannot conflict with National Bylaws. Likewise, local units must have bylaws that are in harmony with those of the state and National Congress. Furthermore, National Bylaws provide that all questions involving the failure of state congresses to comply with the National Bylaws shall be decided by a two-thirds vote of the Board of Managers. The National Bylaws also give the Board the right to settle all questions of doubt concerning the recognition of organized local units. Thus all cooperating divisions of the parent-teacher organization abide by harmonious working rules to assure a straight course to the achievement of common goals.

The Broad Framework

• Here, then, is the basic structure of our organization:

The annual convention.—This is the governing body, made up of representatives from local parent-teacher associations and state branches. It has complete authority over the conduct of the organization's affairs.

The Board of Managers.—The Board is authorized by the convention body to carry on the work of the organization between annual conventions.

The Executive Committee.—This committee performs such duties as the Board of Managers may assign to it and carries on essential business of the organization in the intervals between Board meetings. It makes recommendations to the Board but has no independent authority.

The state branch.—This branch of the organization provides a connecting link between the national organization and its local membership. It is pledged to carry out the Objects of the Congress.

The region or district.—These are geographical divisions of the state through which the state branch carries out state and national objectives.

County and city councils.—Councils are groups composed of local Con-

gress units. Through conferences and cooperative projects each council unites the efforts of all its member associations.

Local parent-teacher associations.—These are the basic working units of the organization. Here parents, teachers, and other citizens carry on the work of the National Congress in their communities.

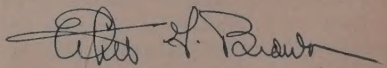
The individual members.—Each parent-teacher member belongs directly to the National Congress. As an active, participating member of a national organization, he shares with all other members a definite responsibility for promoting the welfare of children and youth not only in his own community but throughout the nation.

This structure set down on paper and in outline form may look very simple, and it is—purposely so. When we work together within this structure, however, we find ourselves dealing with specific problems and specific procedures. If we are informed, assured, and efficient leaders, we should be able to face up to problems and, as they arise, keep procedures from becoming so complicated that we lose sight of our goal—the welfare of children.

• The greater the organization, the more searching is the spotlight of public opinion cast upon it. As we grow in size and prestige we have an increasing obligation for clarification of our aims, for purposeful thinking, for considered action, and for continued interpretation of our objectives.

We have not evolved our organizational structure and policy to restrict nor to regiment. Within our broad framework there are almost unlimited possibilities for creative planning and action suited to local interests and community needs.

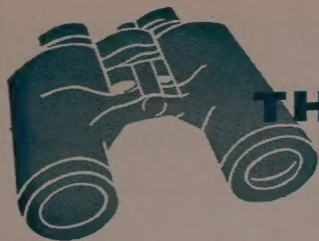
But our organization, like any other, is only as strong and effective as our members make it. And each generation of leaders has the opportunity to assist our members to channel their energies into projects and programs consistent with our time-tested policies and consonant with our purposes.



MRS. ROLLIN BROWN, President
National Congress of Parents and Teachers

1957 CONVENTION

- The 1957 convention of the National Congress will be held in Cincinnati, Ohio, on May 19, 20, 21, 22.



THROUGH OUR Fieldglass

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."



• A 1955 American Education Week exhibit, arranged by the Hammond (Indiana) Council of Parents and Teachers, was given front-window space by a public utility company. Look closely for the tiny doll stand-ins for (from left) parents, safety patrols, and the teacher.

Keeping America Beautiful

Everybody joins in the annual Forestry Conservation Week of the Chattanooga (Tennessee) Council of Parents and Teachers. Climaxed by P.T.A. Plant-a-Tree Day, the week-long program of coordinated activities serves to galvanize townspeople into a state of conservation consciousness and to enhance the beauty of Chattanooga.

The 1956 project got off to a lively start when Chattanooga teachers, clad in practical jeans and slacks, boarded buses for an all-day forestry trip, which was co-sponsored by the council and the Chattanooga Kiwanis agriculture and conservation committee. Although the explorers had received previous briefings, each bus was piloted by a leader who was ready with his schedule of things to see. Evidences of both good and poor management were examined—fire damage, strip-mining, selective forest cutting, fire-fighting equipment, reforestation, and so on. All were scrutinized, and were explained by foresters and conservation officers who were at their posts along the trail.

At Camp Dixie, after lunch boxes had received hungry attention, came the big

discussion of the day. Taking part in the panel were James Bailey, Education Service, Tennessee State Department of Conservation Education; John Connelly, Tennessee Division of Forestry; Robert Hanson, TVA Forestry; Clayton Edens, U.S. Soil Conservation Service; Morris Jenkins, Tennessee State Game and Fish Commission; Clarence Kalquist, U.S. Weather Bureau; and Charles Page, forest consultant.

The following week hummed with activities, all keyed to conservation. Students set up forestry displays in several store windows. To show how young artists interpret "What a Tree Means to Me," winning posters in a contest sponsored by the American Legion were hung in the public library. Pupils from six elementary schools had daily radio spots for citing "Facts About Trees." Throughout the week teachers, students, and parents went on the air in interviews, panel discussions, and special programs. Much of the local television programing related to the subject of conservation. A one-act play, featuring South St. Elmo students, was a headline attraction at three schools in the city.

During the week mimeographed order blanks had been circulated, describing eleven varieties of native Tennessee tree seedlings available at small price. These trees, ordered by students and their families, were delivered to the schools

by Chattanooga Junior Chamber of Commerce members on the day before Plant-a-Tree Day. Following the final day's school ceremonies of chapel services, classroom programs, and tree plantings, the tiny trees were carried to their new homes, each labeled with instructions for planting and care.

Members of the Chattanooga P.T.A. Council's Forestry Conversation Week committee, who were responsible for the development of the highly successful program, were Mrs. J. R. Barnwell, president; Mrs. Gordon Ledbetter, conservation chairman; Mrs. A. P. Maness, co-chairman; Mrs. J. T. Turner, program chairman; and Mrs. Bob Sherrill, poster contest chairman.

Lineup for Communication

A quick and correct relay of information is particularly important to any P.T.A., and the Rock Springs P.T.A. (Wyoming) has worked out an efficient way to handle the situation. A "block representative" system keeps parents informed of P.T.A. and school activities and offers them a means of dealing with baby-sitting problems.

A Silent Partner Speaks Up

A dramatic device, *Virginia Bulletin Comes to Life*, was used as an opener at two summer institutes put on by the Virginia Congress.

Pages of the *Virginia Bulletin* were projected on a screen as a spotlight was focused on persons responsible for them—chairmen of state committees; Mrs. W. W. Kavanaugh, Virginia Congress president; and representatives of councils and local units. Each had an opportunity to talk briefly about his particular office and its responsibilities. After each "fade-out," Mrs. F. W. Smith, editor of the bulletin and acting narrator, neatly spliced the pages together to round out the story of the bulletin and the activities it presents. Thus not only was the purpose of the *Virginia Bulletin* well defined but also a spirited picture of the state and national parent-teacher organization in action was presented to institute participants.

"LET'S FINISH THE JOB"

*Theme of the 1957
March of Dimes*

SEVEN FACTS YOU SHOULD KNOW ABOUT THE POLIO SITUATION TODAY

Fact 1

With 40,000,000 of the 65,000,000 most susceptible persons (under 20 years old and expectant mothers) having received at least one shot of polio vaccine, 1956 polio incidence to date has been about 55% below the five-year average for the same period, with no confirmed case of paralytic polio reported among those who had received the full series of three shots.

Fact 2

To finish the job of polio protection, the National Foundation for Infantile Paralysis is pressing a widespread educational program to increase use of the vaccine among the millions of children and adults as yet unvaccinated, in cooperation with medical and public health authorities, men's and women's organizations, PTA's, churches, the press, radio and TV. Special emphasis is placed on the importance of teen-age inoculations.

Fact 3

Vaccine supplies now are so plentiful that already half the states have removed age restrictions for commercial vaccine, thus opening the way for vaccination of adults, particularly those from 20 to 35, among whom polio strikes so severely when it strikes at all.

Fact 4

The pattern of polio immunization consists of three shots, properly spaced; only all three provide maximum effectiveness and long-lasting protection. The second shot should be given about four weeks after the first, and the third or "booster" dose not earlier than seven months after the second. Therefore, the series should

be started now, for protection during the 1957 polio season.

Fact 5

National Foundation Chapters in 3,100 counties will use \$10,000,000 of the proceeds of the January 1957 March of Dimes to assist families that cannot afford vaccinations and for whom other funds for the purpose are unavailable, to assure that no one is deprived of polio protection for lack of funds. Use of the funds will be coordinated with provisions in the communities for the administration of free vaccine provided under existing Federal and state programs.

Fact 6

While current and future generations are becoming immunized, the National Foundation is strengthening its program to provide those who have been disabled by polio with a full opportunity to make the most of their lives. Expanding rehabilitation services make up \$5,000,000 of the 1957 March of Dimes need for \$46,900,000. It is estimated that 80,000 disabled patients of former years exist whose needs can be more intensively served as new paralytic cases become fewer.

Fact 7

"Let's Finish the Job" is the theme of the 1957 March of Dimes. The National Foundation's responsibilities for care and rehabilitation of patients, scientific research, professional education and vaccination against paralytic polio will continue for some time. The cooperation of men's and women's organizations in interpreting the program and raising the necessary funds is vital in bringing the fight against polio to a close in the foreseeable future.

—THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

IMPORTANT CONVENTION ANNOUNCEMENT

Because it had become apparent that the registration fee of one dollar for the national convention, as specified in the Bylaws, Article VIII, Section 3, might have to be changed, on May 21, 1956, the San Francisco convention voted to change Section 3 to the following: "The convention of the National Congress shall be open to all members upon payment of the registration fee determined by the Executive Committee." Hence, at its September 1956 meeting, the Executive Committee voted that the registration fee for the 1957 convention would be two dollars.

OUR GOAL:

11,000,000 MEMBERS BY APRIL 15, 1957

NATIONAL CONGRESS BULLETIN

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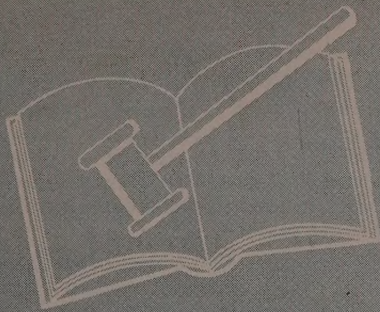
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Legislation Program

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1956 BY THE NATIONAL
BOARD OF MANAGERS

1956-57

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations.— *Policies and Practices.*

POLICIES

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become a part of the legislation action program.

Each of the policies listed below with the exception of Number 12 has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. Number 10 is not a new policy. It has been reworded. (State congresses have an opportunity to review the program annually and should review it at least once during an administration.)

The legislation **ACTION ITEMS** (see page 7) are based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will insure minimum federal and maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states and territories should be made through the federal agencies, and administered by state, territorial, and local agencies, most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. When federal funds are involved such monies should be channeled through the United States Office of Education to state, territorial, and local departments of education and should be administered with minimum federal and maximum local control.

b. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Aid for Education

a. All funds appropriated by the federal government for the support of education within the states and territories should go to publicly controlled, tax-supported schools only.

b. Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states and territories, with provisions ensuring:

- (1) distribution according to need, such need to be determined on the basis of facts that shall serve as a basis for an apportionment formula;
- (2) minimum federal and maximum local control; and
- (3) encouragement to the states and territories to put forth their best efforts to equalize educational opportunities within their own boundaries.

c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.

d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.

e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.

- f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state, territorial, and local departments of education, so that vocational and general education may be effectively integrated through state and local control.
- g. Federal funds should be appropriated to give aid in the construction of public school buildings, after approved surveys have been made. These funds should be:
 - (1) channeled from the U.S. Office of Education through state and territorial departments of education to the local units of administration;
 - (2) made available to the states and territories on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states and territories to meet such a need;
 - (3) allocated so as to encourage states and territories to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.
- h. Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.
- i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.

5. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

6. Child Life Research

Adequate appropriations should be provided for continuing cooperative programs of child life research.

7. Critical Materials for School Building Construction

We support measures that will give a top priority for materials, equipment, and supplies for school buildings after major military needs of the United States have been met.

8. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

9. Health

Equalized public health services and public health edu-

cation opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

10. International Relations

The National Congress of Parents and Teachers supports the United Nations, believing it to be the best available instrument for world peace.

We believe that we must work diligently for international cooperation by use of United Nations channels in order to achieve economic, social, physical, and spiritual welfare for all children and youth. Our immediate concern is a continued and expanded program for the United Nations Children's Fund (UNICEF).

We support in principle the work of the specialized agencies such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agriculture Organization (FAO), and the World Health Organization (WHO).

11. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state and territory library agencies for use in promoting library service according to the pattern best suited to state needs. Legislation providing federal funds should be terminal, should ensure minimum federal and maximum local control, and should provide for variable matching grants on an equalization basis.

12. National Defense

The security of our people and the peace of the world today require the maintenance of strong military forces and of a well-educated civilian population. In planning the strategy of the national security program it is important that the role of the schools be carefully considered. A major part of our national security rests upon our ability to prepare young people for the discharge of their military and civic responsibilities.

We favor the development of an adequate civilian reserve of manpower available for military service and the maintenance of a standing military force sufficient to deter aggressors. We urge that every effort be made to meet the personnel needs of the armed forces with the least interruption of high school and post-high school education of youth and with equity between in-school and out-of-school youth.

(This is an entirely new statement. Therefore the approval of thirty state congresses will be needed before it can become an accepted policy.)

13. Rural Services

We support the basic principle of equalization of education, recreation, and health services for children and youth in rural areas.

14. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

ACTION ITEMS

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the Eighty-fifth Congress convenes in January 1957. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

1. Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

2. Adequate Support for Certain Federal Offices and Agencies

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

- a. Office of Education, U.S. Department of Health, Education, and Welfare
- b. Children's Bureau, U.S. Department of Health, Education, and Welfare
- c. Food and Drug Administration, U.S. Department of Health, Education, and Welfare
- d. Public Health Service, U.S. Department of Health, Education, and Welfare
- e. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture
- f. Federal Extension Service, U.S. Department of Agriculture
- g. School Lunch Program, U.S. Department of Agriculture
- h. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

3. Emergency Aid for School Building Construction

The effective solution of problems caused by the acute shortage of classrooms for the nation's children requires action at all levels of government: local, territorial, state, and national. The need for classrooms grows more acute, even as states and communities are putting forth their best efforts to finance programs of school construction.

The Eighty-fifth Congress will be faced with a multiplicity of these school construction problems. We shall redouble our efforts to secure legislation that will provide for aid from the federal government to states and territories, so that local communities can expand their school building construction. Such legislation should be on an *emergency* basis and *terminal* in scope.

4. Juvenile Delinquency—Prevention and Control

Legislation to provide assistance to, and cooperation with, states and territories in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency is expected in the Eighty-fifth Congress. Such legislation is expected to include provisions for grants to states including grants for training personnel and grants for special projects.

5. International Relations

The United Nations Children's Fund (UNICEF) merits our constant concern. We shall work diligently to secure adequate appropriations for UNICEF. We believe that the 1957 contribution should be maintained as the minimum necessary to insure a continued and expanded program for children everywhere.

6. Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

CONTINUING CONCERNS

- In other years the action items have included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of special services required for the education of physically handicapped children; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery. Although technically the child labor amendment is still before the states for action, most of the results that would have been achieved by its ratification have been accomplished by other legislative means. No action on these subjects is anticipated at this time.

FUNCTIONS OF FEDERAL OFFICES AND AGENCIES

The U.S. Office of Education conducts educational research, collects statistics, makes surveys, provides advisory services, and collects and disseminates information on education in the states and territories, so as to make possible intelligent comparison and wise decisions on programs and operations. The Office administers federal funds available to the states and territories for land-grant colleges, vocational education and rehabilitation, library services, and schools in areas affected by federal activities.

The Children's Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states and territories for child welfare services, crippled children's services, and maternal and child health services. The Children's Bureau, which is concerned with the children of all the people, has never ceased to recognize that the child is a part of a family and that each family is—or could be—part of a community.

The Food and Drug Administration protects the consumer (the family) by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

The U.S. Public Health Service is responsible for a variety of activities, all of which have a direct bearing on the family and its welfare. These include port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, the drug addict hospitals in Fort Worth and Lexington, and the National Leprosarium; research and personnel training in the fields of mental health and chronic and communicable disease control; and the administration of grants-in-aid to states and territories for such purposes as hospital construction and control of communicable diseases.

The Bureau of Human Nutrition and Home Economics conducts research that is of primary importance to families—for instance, research on problems related to food, clothing, shelter, and homemaking. The Bureau aids farmers by discovering and developing new uses for farm products and helps manufacturers by supplying new data useful in improving their products and output.

The Federal Extension Service is the agency that, in co-operation with the land-grant colleges, brings the results of continuing research to the rural community, employ-

ing home demonstration agents and other workers who deal directly with individuals and voluntary organizations.

The School Lunch Program emphasizes the importance of a well-balanced lunch as part of a school program. Appropriation of funds for the School Lunch Program (Public Law 396) is part of the must legislation of the National Congress of Parents and Teachers. This program reaches the child both in the family and in the community.

The Bureau of Labor Standards and the Wage and Hour Division are both concerned with the development of sound labor standards. The Bureau's activities include the formulation of standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Wage and Hour Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

● Each of these federal offices and agencies reaches into the community—and thus into the family—as research and information involved are disseminated. In this manner there is a definite correlation between the work of the legislation committee and that of implementing the Administration Theme, "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both."

GOLDEN JUBILEE MAGAZINE PROMOTION NEWS

▶ ILLINOIS WILL DOFF its hat to the Magazine's Golden Jubilee this month when the state bulletin gives wide coverage to the important occasion.

▶ WITH AN EYE TO IDEAS for our Jubilee promotion, we borrow a "British Columbia Parent-Teacher" slogan-suggestion for getting that publication into every home in every British Columbia school: "A P-T magazine in the home is worth two on the display table."

▶ A COPY OF THAT FIRST 1906 "National Congress of Mothers Magazine" is given priceless promotional value by Mrs. Stanley Michota, Ohio Magazine chairman. Mrs. Michota rates it high as the basis for Magazine talks, displays, and skits.

▶ FIRST IN A SERIES of presentations made during Teacher Appreciation Week in South Dakota was a Golden Jubilee subscription to "National Parent-Teacher." Educators so honored by the South Dakota Congress were chosen for outstanding qualities as educators as well as services in the parent-teacher organization.

▶ TO STEP UP Golden Jubilee Year Magazine promotion, an Iowa P.T.A. hit on a fruitful idea: A Magazine representative was appointed to work with the room representative of each classroom. Outcome? The 100-or-More Club!

▶ "TAKE FIVE ISSUES OF OUR MAGAZINE and spend an afternoon with them; notice the practical ideas, the timely helps, the beautiful prose. Then you'll be able to sell creatively—by sharing what you honestly love. Keep in mind that this is not just another year—it's Jubilee Year!" Sense and sentiment from Mrs. Arthur Burton, New York Magazine chairman.

▶ THERE'S NO DOUBT ABOUT IT—a Golden Jubilee gift subscription does confer a special honor.

▶ EASIEST AND QUICKEST WAY to get Jubilee subscriptions, suggests Mrs. William Potts, Wyoming NPT chairman, is to divide the town into blocks and have two persons cover each block.

▶ STRIKING PHRASES picked up from the eight-page Jubilee NPT article featuring letters of longtime friends and writers include such estimations of the Magazine as: "Worthwhile guidance in the making of good citizens . . ."; "Image and instrument . . ."; "A significant pioneering venture . . ."; "It has interpreted scientific research . . ."; "Dedicated spirit of public service . . ."; "Provides new insights . . ."; "The voice of a great movement . . ."; and "An illustrious past—a fruitful future."

▶ THIS JUBILEE YEAR will be NPT Year for the District of Columbia Congress. Go-getters there ordered 5,000 copies of "Horizons of Mental Health," to be enclosed with all congress mailings and to be used in local meetings where congress speakers appear. All congress letters will carry a Magazine mention.

▶ LET FIFTY SUBSCRIPTIONS be the number you aim at on Magazine Day of this Jubilee Year, urges Mrs. Guy L. Ray, Alabama Congress Magazine chairman. In her nine-page brochure of promotional tips to local, council, and district Magazine chairmen, Mrs. Ray announced awards for units securing 50 or more subscriptions on NPT Day, and for councils with 100 per cent of units qualifying for the 50-or-More Club.